

TOWER BRIDGE



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FUERTES

COURSE: English through songs and
their cultural background
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THEMATIC UNIT: "LONDON BRIDGE"



INTRODUCTION.

This unit is based on the classical song "London Bridge", and it's focused on a group of students of 3rd course of the first cycle of primary education. The school is situated in a middle-class town. The group is composed by 13 boys and 12 girls of 8-9 years old.

Songs, rhymes, chants, and musical games are fantastic materials for the language teacher to use with young learners. They have innumerable virtues. The following are the ones which I like best:

- ✓ Games/plays are a essential part of a curriculum, not a time filler or reward (Vale & Feunteun). Here I would add songs, too.
- ✓ Songs, rhymes, and chants are wonderful means of teaching stress and intonation patterns of English.
- ✓ Play and music are a source of motivation, interest and enjoyment.
- ✓ Parents should not become anxious if children say they have 'played' or 'sung' in the language class.
- ✓ Games, including musical ones, constitute a context for language use for children. They become themselves when they play or sing.
- ✓ Music and rhythm make it much easier to imitate and remember language than words which are just 'spoken'--if you teach children a song, it somehow 'sticks'.
- ✓ You can use a song or a chant to teach children the sounds and rhythm of English, to reinforce structures and vocabulary, or as Total Physical Response activities--but above all to have fun (Phillips).
- ✓ A song is a very strong means of triggering emotions that

- contributes to socialization (a song is collective)
- appeals to the ear (one listens to himself while singing)
- engenders pleasure (reproduction of a sound, enjoyment of the rhythm)
- helps to develop an aesthetic taste (expressing feelings and sentiments)
- Songs contain words and expressions of high frequency and offer repetition.
- Singing helps to acquire a sense of rhythm.
- It facilitates memorizing when it is associated with a linguistic item.

The children are motivated by the music, by the variety of rhythms, by the instrumentation (guitar, contrabass, percussions), by the different voices involved (Masculine, feminine, child, adult) and by the themes (boys/girls, circus, family, animals, etc.).

TEMPORALIZATION

This unit will work along 3 sessions of 50 minutes approximately. At the end of these sessions I will take a class for realise a playful evaluation about the unit (this part is developed in the "evaluation part").

GENERAL OBJETIVES:

- ✓ That learner acquires the next vocabulary: bridge, city hall, park, theatre, square, library, river and train station.
- ✓ That learner knows about the typical places of the city of London: Tower Bridge, Big Ben, Westminster Abbey and the wax museum.
- ✓ Develop in the learner an interest attitude towards the knowledge of another countries and cultures

CONTENTS:**Conceptual.**

- The most important places of the city of London.
- Vocabulary about the places of a city: bridge, city hall, park, library, river and train station.

Procedimental:

- Realization of a collage about a city
- Audition a background song: "London Bridge"
- Identification of the most representative places of London
- Practice with new vocabulary (city vocabulary)

Attitudinal

- Valuation of cultural places of another countries
- Respect to mate's contributions
- Positive attitude towards the use of new vocabulary.

METHODOLOGY

The way I will work this unit is the next: I based all activities in a song which I will work in the first class. To promote the cooperative work, I will propose some listening activities to work in small groups. The lesson explanations will be hold on the old ones (constructivism). I will use some materials such as flashcards, real pictures, and the song "London Bridge".

ACTIVITIES:

First session:

Duration of the class: 50 minutes

Materials: photocopy with the song "London Bridge", CD player

Firstly, I will do a small presentation of the topic through in form of discussion. For this, I will make questions about London, for example?

"Have you ever been in London? Do you know where London is?"

"Do you know some English monuments?"

Then, I will explain pupils what we are going to do in the next 3 days. Also, I'll encouraged pupils to bring whatever they found about another countries or cities (magazines, cards, brochures, newspaper cuttings'....)

After that, I will hand out the song "London Bridge" to do the next group work activity:

- At first, we will listen the song
- In groups of 5, children have to fill the gaps in the paper. When we correct the song, the different groups have to sing the song aloud.

Finally, we will play a game in order to promote the participation of all pupils and everybody could enjoy:

Two children join hands and form an arch. They secretly decide who is silver and who is gold. The other children form a single line to pass under the bridge. Children in line pass under the bridge. On 'My fair lady', the bridge falls and captures a prisoner. The bridge gently sways the prisoner back and forth. At the end of the chorus, the prisoner is secretly asked, 'Do you want to pay with silver or gold?' The prisoner then stands behind the child representing this choice. This goes on until all children have been captured. A tug-of-war between "gold" and "silver" ends the game.

London Bridge



_____ Bridge is falling down,
Falling down, falling down,
London Bridge ____ falling down,
My fair lady.

Take the key and luck her _____...

Build it up with iron bars

_____ the key and luck her up...

Iron _____ will bend and break

Take the key and luck her up...

Build it up with _____ and gold.

Take the key and luck her up...

IS

SILVER

BARS

LONDON

TAKE

UP

Second session:

Duration of the class: 50 minutes

Materials: Flash cards about city places, coloured pens, and paper.

At the beginning of the class, I will explain the new vocabulary with the aid of flashcards:

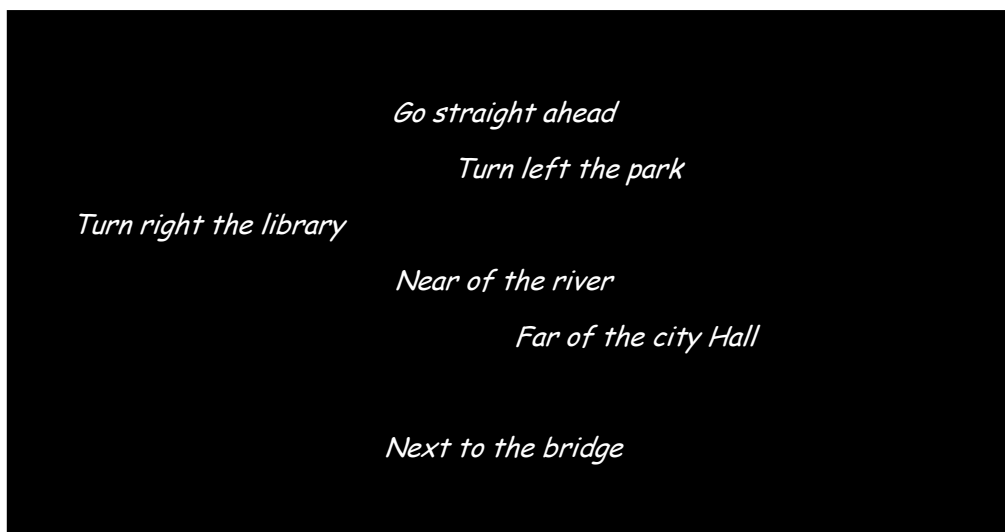
- Flashcard of a bridge
- Flashcard of a river
- Flashcard of a library
- Flashcard of a city hall
- Flashcard of a park
- Flashcard of a train station

Meanwhile I explained the words I will encouraged pupils to pronounce the new words.

After, they have to draw a map with the previous places on it, and then paint it. They have to write the new words in the picture.

As I support the new words on already known concepts (near, far, straight ahead, left and right, next to), we planed the next activity in this concepts.

Each pupil chooses a place of their map to hide a treasure. Then, in pairs, a student A gives instructions to student B to find the treasure. To aid pupils, I will write on the blackboard, expressions like:



Third Session:

Duration of the class: 50 minutes

Materials: pictures about the most important places of London.

In this unit, we are going to tell the "*Mister Cat is searching the treasure*" story. This is an easy story which Mister Cat searches for a treasure in some place, in this case, London city.

In order to get pupil's attention, we will make a role-play; a student (preferably the one who is back-row distracter or the over exuberant) plays "*Mister Cat*" and tries to find one place where his friend "*Miss Mouse*" is waiting him, following teacher's instructions.

We will distribute the pictures of the most important places of London between the students and the role of "*Miss Mouse*" too (we will trying to give that to the most levelled student, because of the passivity of this role).

When Mister Cat find the place where "*Miss Mouse*" is, learners can make a map with "*Mister Cat*" adventure in their notebooks drawing the most important places of London.

Finally, we will show again the pictures about these places to evaluate student's learning about the city of London.

At the end of this session, we will make a crossword where learners will try to find previously known words about several places of the city of London.

Find these words and paint it! :

Westminster Abbey

Wax museum

River

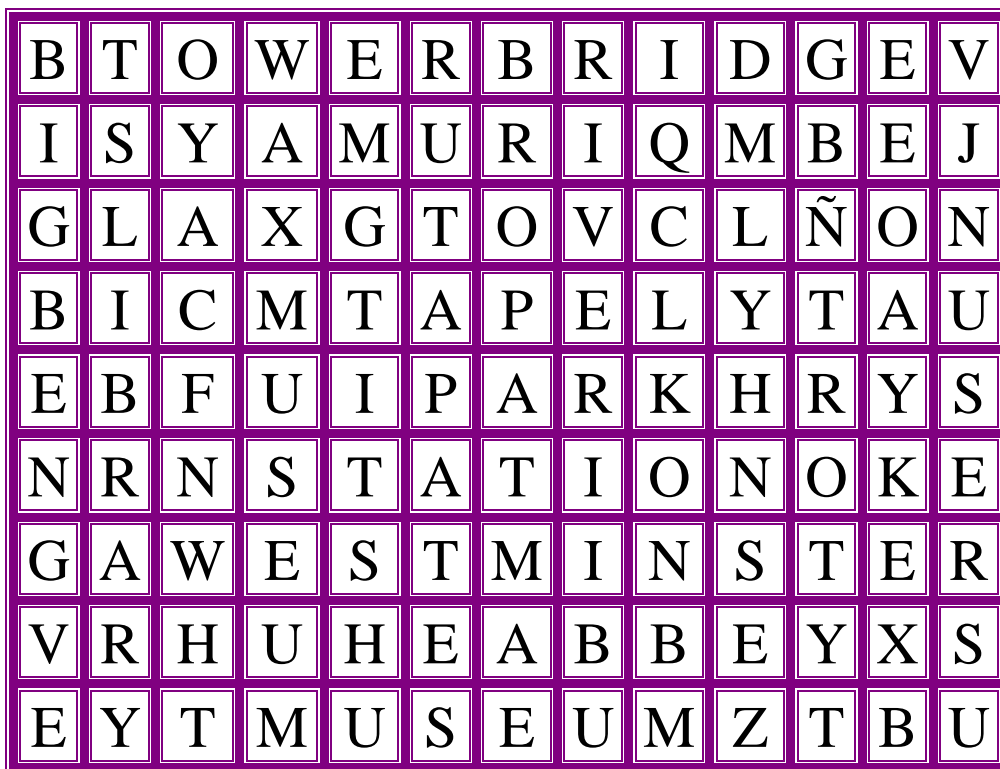
Big Ben

Museum

City hall

Tower Bridge

Station



Forth session: final task

Duration of the class: 50 minutes

Materials: magazines, travel handout, maps, scissors, glue, coloured pens, crayons...

In this class I'm going to encourage pupils to realize a collage of their favourite city. In this collage child can glue photos, scraps, maps, and picture of a city that they'll select. This collage must be made on a cardboard and it will collect some images of different parts of the city: a bridge, a river, a city hall... next to the images, they have to write the name of the object.

For this work the pupils can work in small groups although each student will make his own collage. For realize it, the materials will be different, If some child hasn't find any picture or travel handout, he can draw it.

At the end of the class, all collages will be exposed at the wall of the class or along the school hall way.

EVALUATION:

To evaluate this unit I'm going to use a continuing assessment. Throughout observation realize my class notes to evaluate pupils through a chart.

It's very important to consider another aspects as the child attitude, participation... a part from the formal aspects (pronunciation, acquisition of vocabulary...). For this reason I've included in this chart these aspects.

<i>NAME</i>	<i>PRONUCIATION (SONG, NEW WORDS...)</i>	<i>VOCABULARY OF THE UNIT</i>	<i>ACTITUDE AND PARTICIPATION</i>	<i>FINAL TASK: COLLAGE</i>
1...	OK	
2...	He needs improve the /ae/ sound			
3...				
4...				
5...				
...				
...				

On the last class of the unit I'm going to realize a collage about city places to evaluate the unit on a funny way for students. This collage is explained in the forth session of this unit.

Finally, with the aid of the chart It's necessary that teacher verifies if the objectives planned have been achieved in order to improve their own method and teaching strategies.

- ✓ Have learners acquired new vocabulary? (bridge, city hall, park, theatre, square, library, river and train station.)
- ✓ Have pupils known about the typical places of the city of London? (Big Ben, Westminster Abbey and the wax museum.)
- ✓ Have learners develop an interest attitude towards the knowledge of another countries and cultures?

Answering these questions, an auto-evaluation and a teaching improvement is possible.